



Alliance partners

- Alliance membership rose to 53
- 33 schools were actively engaged as alliance 'partners' in facilitation or delivery of ITT or CPLD
- *In 17/18 membership stands at 55 schools, 21 of which are within the Kyra East Hub*

ITT

- 23 trainees were hosted in Kyra schools
- 12 of these were 'Kyra hub' trainees, all were part of our collaborative SCITT programme through LTSA
- *In 2017/18 there are 10 trainees within the Kyra Hub, and 25 trainees in total in Kyra schools placed within the LTSA collaborative SCITT*

CPLD

- 45 Professional or Leadership development activities or strands of work
- 2966 participants
- 118.5 days
- *17/18 data to date to be collated*

S2SS

- 46 deployments
- 22 schools
- 116.5 days ▪ *In 17/18:*
 - *30 deployments in 16 schools*
 - *50 days of support (actual or commitment) to end December 2017, excluding SSIF* ○ *9 days of support delivered via SSIF to date*

SLEs

- 54 SLEs designated to kyra ○ 33 deployable in 16/17
 - 5 of which were newly designated at the end of the academic year ○ 12 will be removed from our list (no contact, moved to another role, moved to another TSA)
- 23 active in 16/17 (CPLD, ITT or S2SS)

LLEs

- 11 LLEs designated to Kyra ○ 3 of which were newly designated at the end of the academic
- 11 deployable
- 5 active (CPLD or S2SS inc PPR & HTPM) in 16/17



New KPIs for Teaching Schools for 2017-18

The Big 6 becomes the Big 3: ITT, CPLD & StSS

What is expected of teaching schools?

In order to ensure a self-improving, school-led system, teaching schools are required to operate by the following principles:

Effective Delivery	Each teaching school alliance effectively delivers across all three areas of core activity: ITT; CPD & leadership development (CPLD); school-to-school support. KPIs set out the minimum requirements for a teaching school alliance to achieve.
Accountability	In order to ensure credibility and high impact of all teaching schools, they must adhere to requirements set by NCTL and co-operate with necessary reporting processes.
System leadership and engagement	Teaching schools build an effective alliance of schools, and work strategically with other schools and providers within their regional and sub-regional networks to ensure every school can engage in school-led improvement.
Continuous Improvement	Each teaching school is required to pursue continuous improvement supported by the peer review process in order to develop and achieve/sustain maturity of provision.

“We will not be formally assessing teaching schools against these KPIs during this academic year [17-18], however, we will assess teaching schools’ readiness to meet KPIs next academic year, using 2016/17 self-reported data. As in previous years, we will continue to identify those alliances that are not delivering effectively across all 3 priority areas as outlined in the current Review of Designation policy.” *Teaching school expectations and key performance indicators (KPIs), November 2017)*

Delivery area	TSA ¹ Key Performance Indicator
School-led Initial teacher training (ITT)	1.1. <u>At least 15</u> teachers trained ² per year 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages ³
Continuing Professional Development and Leadership Development (CPLD)	2.1. <u>At least 50 evidence based</u> CPLD ⁴ days delivered per academic year 2.2. At least 90% of participants believe ⁵ that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload
School to school support (StSS)	3.1. Provide at least 30 days of deployment ⁶ per academic year, to schools identified as in need of support ⁷ 3.2. <u>At least 90%</u> of support provided is rated as good or better by the supported school.
KPI footnotes/definitions:	

The full document is here:



TS KPIs Nov 17.pdf